

COMMUNITY CELEBRATIONS: MODULE OUTLINE

Field: Personal and community life **Band:** Upper primary



Purpose

Students describe how special events are celebrated in Australia or target country and plan and hold a mini celebration for a specific purpose.

Core learning outcomes

This module is designed to be used with students in the elementary stage of LOTE learning.

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

Some students could be in the beginner stage of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of ‘sociocultural understanding’ and ‘functions and language elements’. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students. Students’ needs and teaching programs will determine the specific content of [form-focused instruction](#).

Sociocultural understanding

Students develop an understanding of target country celebrations.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- **comparing:** also
- **congratulating, complimenting and praising:** Well done!
- **describing things:** hot, cold, sweet, savoury, vegetarian, size, colour
- **describing procedures:** how to play games, recipes
- **expressing feelings:** happy, cheerful, excited
- **expressing thanks and gratitude:** Thankyou for coming
- **expressing wants:** We would like to have, let's have
- **giving and responding to instructions:** like this, step over
- **expressing opinions**
- **greeting:** receiving guests, occasion-specific (e.g. Happy New Year)
- **identifying situations, activities and events:** celebrations, actions at celebrations
- **describing situations, activities and events:** exciting, fun, interesting, playing games, having a party ...
- **identifying and asking when:** date, month, midnight, time
- **identifying people and things:** many people, some people, decorations, party foods
- **making arrangements:** First we should ..., we'll meet at ...

- **offering and receiving things:** Would you like something to eat? yes please/no thankyou
- **offering and responding to suggestions:** Let's play a game, let's have music, how about ...

Assessment strategy

In Unit 1 **Task 3** and **Task 5** the teacher can collect and analyse written descriptions of events as samples of students' writing abilities and record anecdotal observations of speaking. At what **level** can students describe events?

In Unit 1 **Task 4** the teacher can collect students' notes as evidence of listening abilities. At what **level** can students identify main details in a text?

In Unit 2 **Task 5** the teacher can record students' responses when reading the recipes. At what **level** can students understand the language of recipes?

Sample units

Two work units are provided for this module:



Unit 1: Celebrations



Unit 2: Putting on a do

Teaching considerations

It is important that the activities chosen in the early part of this module are appropriate for the cultural, linguistic, religious and socioeconomic circumstances of the students in the class.

Opportunities are offered within the module to highlight the diversity within the class and by implication within Australia and to emphasise that this makes the country a socially and culturally richer place.

Discussion of issues relating to students' cultural and linguistic diversity requires great sensitivity. Not all cultures and languages are equally valued or respected in Australian society.

Consultation with the classroom teacher may facilitate a team approach to linking with the SOSE key learning area. The following issues could be explored:

- why some celebrations are national celebrations and some are celebrations of small community groups
- racism
- the representation of different perspectives in history.

In the unit, *Putting on a do*, when organising a party, be aware of the costs of ingredients and any financial implications for students.

Safety considerations

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance to *Community celebrations*. Some safety issues that teachers should consider are:

- allergies to particular types of foods
- medical conditions that prohibit students from eating some types of foods
- supervision of students when using knives
- ready access to first-aid resources (for example, if an allergy or injury occurs, first-aid support should be close by).

CELEBRATIONS: UNIT OVERVIEW

Aim

Students identify and describe Australian special events, noting points of comparison or contrast with target culture.



Orientating task

- 1 Identify the months of the year when people celebrate particular special events and list them in order on a chart.



Enhancing tasks

- 2 Listen to and read captions about how particular events are celebrated in Australia. Decide whether each one is celebrated in this way by all, many or some people.
- 3 Describe how a special event is celebrated by drawing and labelling a series of pictures.
- 4 Listen to a description of a target culture celebration and compare it with a similar Australian event.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising task

- 5 Describe Australian celebrations in a booklet for target language visitors.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)

PUTTING ON A DO: UNIT OVERVIEW

Aim

Students plan and hold a class celebration.



Orientating task

- 1 Identify occasions for a party and list considerations when planning a party.



Enhancing tasks

- 2 Negotiate the date, time, place and guest list for the party and write the invitations.
- 3 Identify decorations and colours used at celebrations in Australia and the target country. Follow instructions to make a decoration.
- 4 Give opinions on games and suggest games and other entertainment for a party.
- 5 View food pictures and read recipes to help decide on appropriate and convenient foods for the class celebration.

- 6 Plan a schedule for organising the celebration. Role-play greetings, offering food and inviting guests to join in activities.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising task

- 7 Hold a class celebration; greet guests, offer food and drinks, explain and play party games and farewell guests.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)